

SEN POLICY

Date of Policy	September 2022
Next review date	June 2023
Approved by	Caroline Ratcliffe
Date of approval	September 2021
Target Audience	Teachers, LSAs, TAs , Parents, EDT

Links to other policies:

[Teaching and Learning policy](#)

[Gifted and Talented policy](#)

[English as an Additional Language policy](#)

Mission Statement: ‘The happiest community empowering every individual to achieve outstanding growth.’

Definition of Special Educational Needs and Disability (SEND)

‘A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Children and young people who have SEND may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.’ (Code of practice)

Definition of Additional Education Needs (AEN)

This refers to children or young people who for a variety of reasons may face additional barriers to their education and learning. This makes it difficult for them to achieve their full potential. These needs range and can include newcomers and home schooled children.

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Legislation and regulation

This policy has regard to:

- SEN and Disability Code of Practice, 0-25 years 2014 (SEND Code 2015) (DFE)
- The Children and Families Act 2014
- The Equality Act 2010
- The Data Protection Act 1998
- The 'Special Educational Needs and Disability Policy: Asia (September 2017)' from the Director of Education for implementation in September 2018

Principles underlying practice

The Code of Practice describes the principles that should be observed by all professionals working with children and young people who have SEN and/or disabilities. This includes:

- Focus on inclusive practices and removing barriers to learning;
- Identify early the special educational needs of young people;
- Make high quality provision to meet the needs of young people and to ensure equality of opportunity;
- Take into account the views of young people and their families;
- Enable young people and their parents to participate in decision-making;
- Collaborate with partners in education, health and social care where appropriate;
- Ensure that appropriate resources are available for students with temporary or long-term special needs
- Provide support for teachers to meet the learning needs of all students.

St. Andrews International School, Dusit, is an inclusive school. We are committed to inclusion and to meeting the needs of every child. We believe that our approach in offering an inclusive practice teaching enables every member of the school community to recognise the diversity of our students, are committed to enabling all students to access learning opportunities, fully participate in learning activities and demonstrate their knowledge and strengths to help them reach their full potential.

All our teachers at St Andrews Dusit work effectively together to support good learning and progress for all children. We firmly believe that all children are entitled to a high quality, differentiated curriculum. We strive to remove barriers to learning and to improve the outcomes for all groups of children whilst upholding an ethos of inclusion and high expectations for all of our children.

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Identifying Special Education Needs

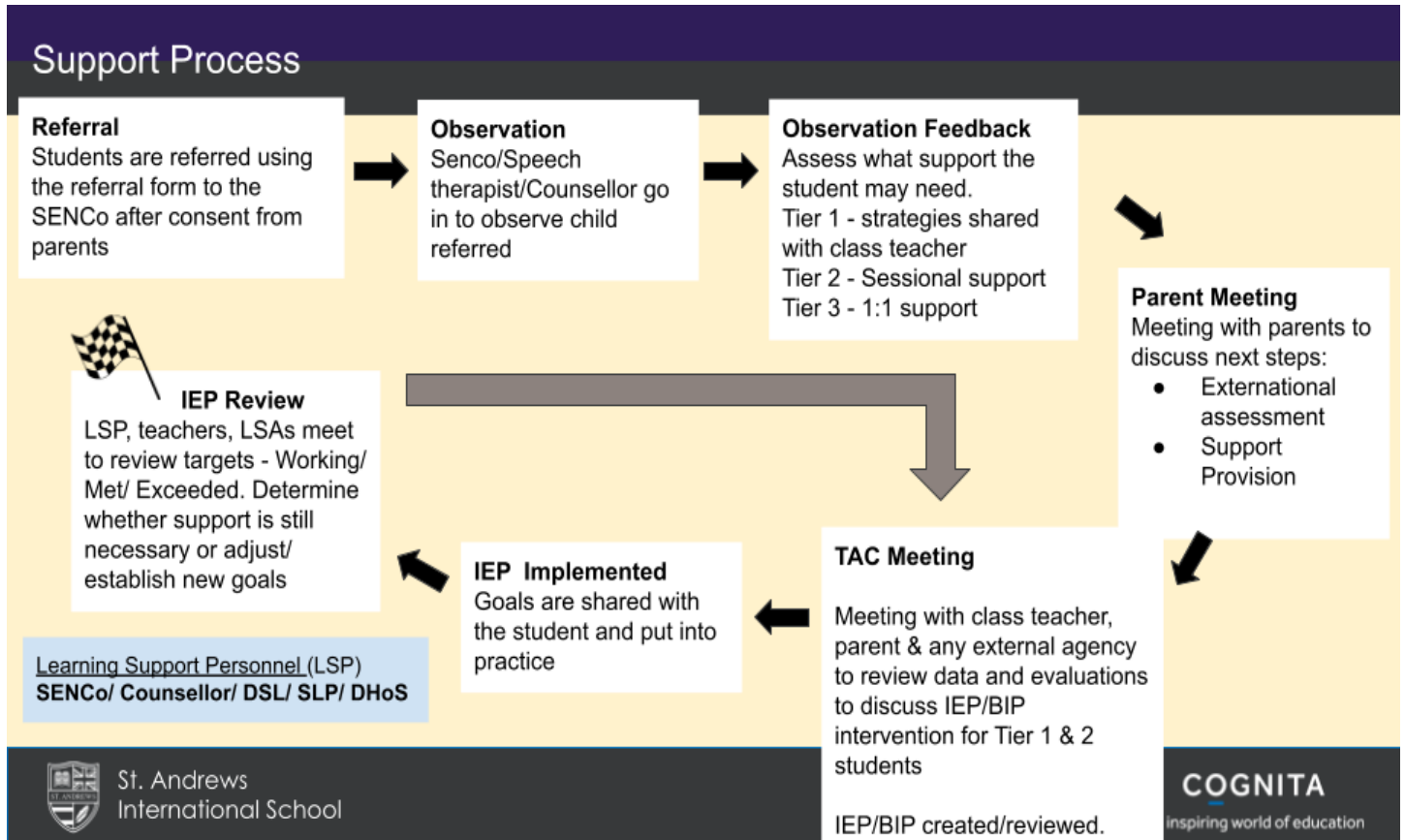
To understand the learning needs of students, we apply the four broad categories of need as set out in the SEN and Disability Code of Practice (2014):

- Communication and interaction
- Cognition and learning
- Social, Mental and Emotional Health
- Sensory and/or physical

Communication and interaction needs	Cognition and learning needs	Social, emotional and mental health needs	Sensory and/or physical needs
Students who experience difficulty with speech, language and communication.	<p>Students who learn at a slower pace than their peers, or who have difficulties acquiring skills in a specific area such as literacy.</p> <p>This includes students with moderate learning difficulties and severe learning difficulties, requiring support in all areas of the curriculum and participation in school life in general.</p>	<p>Students' needs may be manifested in different ways, such as becoming withdrawn or displaying challenging behaviour.</p> <p>These may include being disruptive or self-harming.</p> <p>Students who have difficulty paying attention, or forming attachments with adults also fall into this category</p>	Students who require special educational provision because they have a disability that prevents them from accessing the educational facilities that are generally available

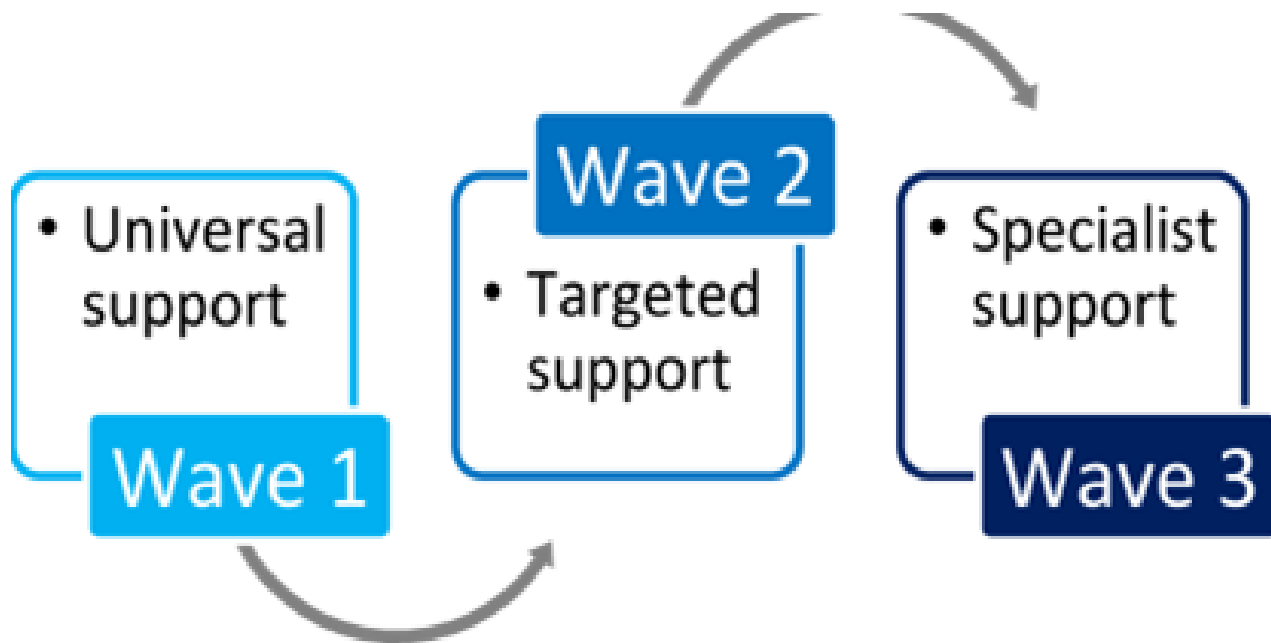
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REFERRAL PROCESS



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Categorization of Children with SEN





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Wave 1 Monitor/Universal Support	Wave 2 Targeted Support	Wave 3 Specialist Support
<p>It is our firm belief that students' needs are best met in the classroom and that, therefore, every teacher is responsible and accountable for the progress and development of all students they teach, including those with SEND.</p> <p>At this level, we share strategies for teachers to deliver high quality teaching, differentiated for flagged individual students. We review the progress of all students throughout the year and make rapid adjustments to support strategies and, where necessary, teachers' understanding of the needs of individual students they teach.</p>	<p>We provide targeted support when we consider it appropriate to make additional special educational provision to remove or reduce any obstacle to a student's learning, or to help them catch up.</p> <p>Such specific, targeted one to one or small group interventions may be run outside the classroom, and limited to a number of weeks to minimise disruption to the regular curriculum.</p>	<p>We provide specialist support when we consider it necessary to plan for the best possible learning outcomes for those students who fail to make progress in spite of high quality teaching and targeted intervention.</p> <p>This may include assessment and/or support from: an Educational Psychologist, a Clinical Psychologist, a Speech and Language Therapist, Dyslexia Specialist, Specialist Sensory Advisory Teachers (for students with hearing or visual impairments); an Occupational Therapist; a Physiotherapist; a Counsellor.</p>

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The Code of Practice states a **Graduated Approach** to the identification and assessment of SEN. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child may experience.

The first response to existing SEN or possible SEN is High Quality teaching in subject lessons, using **differentiated** teaching strategies to target specific difficulties. Teachers use data that has been collected by the school and any available information regarding existing SEN to gain a full understanding of progress and individual needs. Sources of information might include:

- Information from previous schools for new students;
- Observations in lessons;
- In-class assessments
- Standardized tests (e.g. GL Assessment, CAT4)
- Discussions with the Learning Support Team.

Subject teachers will implement strategies in response to the picture of need and then review outcomes within a reasonable time frame. Where students have not made progress despite this approach, we will incorporate further specific interventions such as:

- Additional assessment by the Learning Support Team;
- Targeted one-to-one or small group lessons with a specialist in the Learning Support Team
- Mentoring sessions;

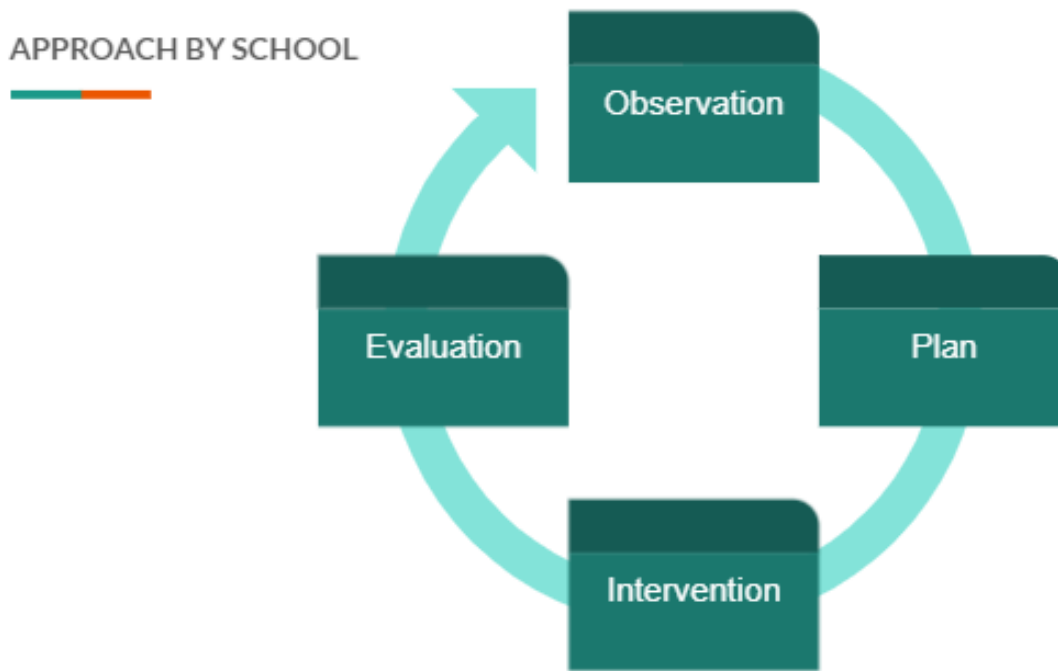
Once again, the student's progress will be reviewed following these specific interventions and if the desired progress has not been made, the level of support may increase to include liaison with outside agencies such as:

- Education or Clinical Psychologist, or Psychiatric Assessment;
- Full Specialist Teacher assessment;
- Mental health counselor involvement;
- Additional specialist support; and/or
- Doctor / medical review.

Using all the information gathered at this stage, the process of applying new strategies and reviewing progress will continue.

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APPROACH BY SCHOOL



Managing learning for students on the Learning Support Register

Students are identified by need descriptors:

- MLD: Moderate Learning Difficulty
- SpLD: Specific learning Difficulty eg. Dyslexia
- SLCN: Speech, Language and Communication Needs
- SEMH: Social, Emotional & Mental Health issues
- ADHD: Attention Deficit Hyperactive Disorder
- ASD: Autism Spectrum Disorder
- DCD: Developmental Coordination Disorder (Dyspraxia)
- plus others

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Level of need identified in the Learning Support Register using colour coding system :

- **Grey** : students on watch list
- **Green**: students with low level of need who will cope in the classroom with differentiated learning support
- **Yellow**: students with moderate level of need who are supported by the learning Support Department
- **Red**: students with high level of need who are supported by a Shadow Teacher

Individual needs are captured and planned for using:

- Cognitive assessment data eg. CAT, Progress Tests
- Formative teacher assessments
- Teacher referrals
- Head of Learning Support observation
- Liaison with parents
- External agency assessments eg. Educational Psychology, Occupational Therapy, Speech and Language Therapy
- Termly Team Around the Child (TAC) meetings

Support provision is planned for using Individual Education Plans (IEPs). These are shared with staff and parents and reviewed termly.

Tracking Forms

This is to help track individual students' progress on their IEP goals and objectives throughout the year.

[W SEN STUDENT TRACKING FORM.docx](#)

- Weekly recording and monitoring of progress of students.
- LSA meets with the class teacher to review and plan for the next week.

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Roles and Responsibilities

All schools have duties under the Equality Act 2010, not only to ensure that 'reasonable adjustments' are made for students already attending the school, but also to consider what might be needed to ensure that any future students with a disability are not disadvantaged.

The Senior Management Team

Led by the Head, should regularly review how expertise and resources used to address SEND can be used to build the quality of whole-school provision as part of their approach to school improvement.

SENCo

- The day-to-day responsibility for the operation of the SEND Policy and coordinating provision made for students with SEND.
- Provides professional guidance to colleagues with the aim of securing high quality teaching for students with SEND, and works closely with students, parents and other professionals to ensure students with SEND receive appropriate support.
- Plays an important role with the Head in determining the strategic development of the SEND Policy and provision within the school in order to raise the achievements of students with SEND.
- Plays an important role in the management of the difficulties and concerns where schools do not have the specialist support needed and therefore, cannot meet the needs of a student.
- Identifying the student's special educational needs, and co-ordinating the making of special educational provision which meets those needs
- Informing a parent/carer of the needs of a student that as soon as possible
- Monitoring the effectiveness of any special educational provision made
- Securing relevant services for the student where necessary
- Ensuring the records of the student's special educational needs and the special educational provision made are maintained and kept up to date
- Liaising with and providing information to a parent/carer of the student on a regular basis about that student's special educational needs and the special educational provision made
- Ensuring that, where the student transfers to another school or educational institution, educational provision made is conveyed to the appropriate authority or the proprietor of that school or institution
- Promoting the student's inclusion in the school community and access to the school's curriculum, facilities and extra-curricular activities
- Selecting, supervising and training learning support assistants and / or 1:1 support who work with students with special educational needs
- Contributing to in-service training for teachers at the school to assist them to carry out necessary tasks to meet the needs of students with special educational needs
- Preparing and reviewing the information required by Cognita (UK best practice) to be published in relation to special educational needs provision.



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Teachers

The SEND Code of Practice also makes it explicit that, 'Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff'. All subject staff are required to be aware of a student's specific needs and be prepared to differentiate work appropriately with particular regard to the advice included in the Personalized Learning Plan.

Weekly meetings with LSA's regarding the progress and interventions that have been put in place are encouraged.

Learning Support Team

- Develop and monitor support measures where a need is identified;
- Develop and update the SEND Register and ensure that these are circulated amongst teaching staff;
- Work in close liaison with teaching staff to ensure confidential communication on learning needs and progress of students;
- Teach students according to their specific needs, recognising their particular strengths and learning needs to promote achievement of their academic potential;
- Communicate effectively with parents/guardians on the learning needs of students and provide a Learning Plan for those students on the Learning Support Register and ensure that these are circulated to the staff of specific students.

Admission Arrangements

All SEND paperwork relating to the child's needs and provisions required should be passed to the SEND team by the previous school or parents as soon as possible.

The child will have trial days where the SENCo will carry out an observation to get a good understanding of the child's needs and provision required.

A meeting with parents will be scheduled to discuss the recommended support provision.

CHARGES

Learning Support (LS) Fee for a student with Additional Learning Need/Special Educational Need will be charged depending on the level of support required. This support can be provided in a variety of ways including, group and individual support

Current charges:

- 420 THB for an individual session 1-1 with a Learning Support Assistant
- 360 THB for a shared group approach to learning with a Learning Support Assistant within the classroom, and maximum of 4 children



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Parents / families will be informed of the need for their child to receive this extra support by the Head of Learning Support and will need to agree to pay the fees before anything can go ahead.

If the learner is accessing a 1-1 session with a Learning Support Assistant either in class or out of class, the child will have an **Individual Needs Document** that details the specific areas of learning that need to be targeted. These objectives are taken from the school assessment system – Pupil Asset – but will also take into consideration information from other data collection points that inform our knowledge of the child.

The LSA will work with that child in the designated way and feed back to the class teacher on a weekly basis regarding progress towards the achievement of the targets using a **Tracking Form**. This approach compliments the **Individual Needs Document**

Parents / families will receive a termly update as to how their child is progressing which will share the developments made in achieving the targets set for them and comment upon the areas of learning that the child receives support for.

Working with parents / families of learners with SEN

St. Andrews International School, Dusit, believes that a close working relationship with parents/carers is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to the correct intervention and provision
- Continuing social and academic progress of children with SEND
- Personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents/carers is necessary, this will be arranged based on the individual student's needs.

If an assessment or referral indicates that a student has additional learning needs the parents/carers and the student will always be consulted with regards to future provision. Parents/carers are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

The school's SENCo can also be contacted in relation to SEND matters.

Transition

This can be challenging for many children, but in particular for those students with SEND. The following key principles are adhered to in order to support successful transitions for children with SEND. Transition arrangements are made for students needing significant support with SEND matters in collaboration with the family, the receiving school and any outside agencies involved:

- An exchange of effective and meaningful documentation in order to understand prior learning needs.

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- The SENCo will contact the previous school (where possible) Admissions departments may be able to assist with this.

Where children with SEND leave the school, the SENCo will work cooperatively with the receiving school to provide information about the student, (where possible)

Document retention (guidance for schools)

We are required to keep SEND documents for specified amounts of time in accordance with legislation, however the School Records Management Policy should be adhered to. The following table offers guidance to the legislation mentioned above:

Basic file description	Retention period	Action at end of administrative life of the record
Special educational needs files, reviews and individuals education plans	Date of birth of the student + 25 years	Secure disposal
Statement maintained under section 234 of the Education Act 1990 and any amendments made to the statement	Date of birth of the student + 25 years (normally retained on the student file)	Secure disposal unless the document is subject to a legal hold
Advice and information provided to parents regarding educational needs	Date of birth of the student + 25 years (normally retained on the student file)	Secure disposal unless the document is subject to a legal hold

Monitoring and Review

SEN provision is evaluated against the stated objectives in this policy. Staff and parents are all involved in the evaluation process. Evaluation is ongoing which means SEN provision is always the subject of continuous assessment and review.

Parents, Classteachers, LSA's and SENCo will have a review meeting every term to assess the child's progress. This will mostly be linked to the targets set on the IEPs (Individual Education Plans)

Complaints

All complaints should be dealt with via the school's agreed Complaint Procedure.